

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	November 13, 2017, to August 31, 2018			
Application deadline:	5:00 p.m. Central Time, September 26, 2017			<small>Place date stamp here</small>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 25 PM 4: 49 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Pearsall ISD	082903			
Vendor ID #	ESC Region #			
1746001860	20			
Mailing address	City	State	ZIP Code	
318 Berry Ranch Road	Pearsall	TX	78061	
Primary Contact				
First name	M.I.	Last name	Title	
Varghese		Panachakunnil	Federal Programs Admin.	
Telephone #	Email address		FAX #	
830.334.8001	varghese.panachakunnil@pearsallisd.org		830.334.8007	
Secondary Contact				
First name	M.I.	Last name	Title	
Sharon		Neumann	High School Principal	
Telephone #	Email address		FAX #	
830.334.8011	sharon.neumann@pearsallisd.org		830.334.5108	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Nobert	M.I. Rodriguez	Last name Rodriguez	Title Superintendent
Telephone # 830.334.8001	Email address nobert.rodriguez@pearsallisd.org		FAX # 830.334.8007
Signature (blue ink preferred)	Date signed		

Nobert Rodriguez

Only the legally responsible party may sign this application.

701-17-103-091

RFA #701-17-103; SAS #269-18
2017–2018 Perkins Reserve Grant

Page 1 of 34

Schedule #1—General Information

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporation by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Pearsall ISD is applying for the Perkins Reserve Grant Focus Area 3, specifically in the area of the Agriculture, Food, and Natural Resources program (Business and Industry Endorsement). The Perkins Reserve grant will increase the quality of this program, which in turn will help all students to be college and career ready. 81% of Pearsall High School students are Economically Disadvantaged. Pearsall High School is located in Frio County, which has an increasing high unemployment rate and high poverty level (29%). Based on the Needs Assessments within the District Improvement Plan (DIP) and Campus Improvement Plan (CIP), there are specific needs to increase the quality of all CTE programs, including but not limited to upgrading the equipment and supplies, offering more dual credit opportunities with junior/community colleges, increasing CTE certification opportunities and providing more professional development opportunities for CTE teachers.

The Perkins Reserve Grant budget was developed to increase and enhance the equipment and supplies within the Agriculture, Food and Natural Resources program. The program will prepare all students, especially the economically disadvantaged, to be better prepared for demand jobs within our District's Frio County-Alamo Region area. According to the Texas Career Check website, one of the top 25 occupations within the Frio County-Alamo Region includes farming, ranching and agriculture management. The Perkins Reserve Grant application was prepared the high demand job within the regional industry through the assistance of the CTE leadership committee consisting of the Pearsall ISD CTE coordinator, campus principal, CTE teachers, and a CTE consultant. The budget for the Perkins Reserve Grant is prepared in direct correlation to the Needs Assessments of both the DIP and CIP. The CTE leadership committee will prepare, implement, monitor and evaluate the Perkins Reserve Grant through bi-monthly meetings. The district will seek further assistance and support from ESC Region 20. The implementation of the Perkins Reserve Grant

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

is a critical component within both DIP and CIP for increasing the quality of the CTE programs for college and career readiness. The CTE Leadership committee will submit quarterly reports to the DIP and CIP committees to evaluate the effectiveness the Perkins Reserve Grant has within the CTE programs, specifically the Agriculture, Food, and Natural Resources program.

Pearsall ISD is committed to growing the Agriculture, Food and Natural Resources program, a major CTE pathway that begins at Pearsall Junior High. There has also been an increase in student participation in the Future Farmers of America organization, both at the Pearsall Junior High and Pearsall High School. According to a recent student career interest survey, there is a demand for more courses in the Agriculture, Food and Natural Resources program over the next few years. Pearsall ISD will supplement local and state funds to grow the program to meet the demands of the Agriculture, Food and Natural Resources program.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 082903				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$3,000	\$	\$3,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$15,000	\$	\$15,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$2,000	\$	\$2,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$55,000	\$	\$55,000	\$15,000
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$0	\$75,000	\$15,000
Administrative Cost Calculation						
Enter the total grant amount requested:					\$75,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$3,750	
This is the maximum amount allowable for administrative costs, including indirect costs:						

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 082903			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 082903		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	PISD will seek ESC 20 support to provide PD	\$3,000	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$3,000	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$3,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 082903		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$15,000	\$
Grand total:		\$15,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 082903		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$2,000	\$
Grand total:		\$2,000	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 082903				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Farming tractor w/ ag implements	1	\$50,000	\$50,000	\$15,000
20	Livestock scales	1	\$3,000	\$3,000	\$
21	Hydroponic growing tables	1	\$2,000	\$2,000	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$55,000	\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	542	81%	The economically disadvantaged percent is higher than the state's average of 59%
Limited English proficient (LEP)	17	3%	ELL students' average is higher than the state's average of 1.4%
Attendance rate	616	92%	The attendance rate is significantly lower than state's average attendance rate of 96%
Annual dropout rate (Gr 9-12)	13	2.8%	Annual dropout rate is higher than the state's average of 2%
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	24	44%	PHS has significantly higher percentage of new teachers than the state average of 35.4%
6-10 Years Exp.	16	21%	
11-20 Years Exp.	11	25%	
20+ Years Exp.	6	10%	
No degree	3	7%	
Bachelor's Degree	42	78%	
Master's Degree	8	15%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									46	31	46	31	44	198

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									1	1	1	1	2	2

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Schedule #13—Needs Assessment

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District utilizes a needs assessment process consistent with the one used for developing its DIP and CIP.

Various data is used to analyze where the District currently is, and further to determine the strengths and areas of needed improvement. The needs are then prioritized according to availability of resources.

According to the CIP and DIPs' Needs Assessment of the CTE programs, the major need identified was seeking out opportunities to expand the Agriculture, Food and Natural Resources program due to student enrollment and interest (Career Survey Inventory and Master Schedule) in the program. Furthermore, the high demand job of farming, ranching and agriculture identified, within the Texas Career Check website for the Frio County-Alamo Region reinforced the need to expand the current program. The Agriculture, Food and Natural Resources program needs adequate equipment and supplies to effectively increase the quality of the program and support the teachers' instruction in the classroom. The equipment and supplies are needed to supplement the high school campus's greenhouse facility in the Horticulture and Plant System classes, expand the livestock handling facilities in the Animal Science classes, and introduce a Farm Management Education within the Principals of Agriculture, Food and Natural Resource class. These grant funds will provide teachers with the tools to better connect student learning to real world experiences.

Another major need identified in the CIP and DIP is to improve the teacher quality in the classroom through professional development. Improving teacher quality would effectively improve classroom instruction and assist teachers to better prepare students for their industry certification exams. Out of 36 students in the Livestock Production course only 28 students received their Beef Quality Assurance certificate, while all 26 students in Wildlife, Fisheries and Ecology Management course received their Hunter's Education certificate. The District is in the process of adding two additional certificate opportunities this year – Boater's Education within the Wildlife, Fisheries and Ecology Management course and Torch Safety within the Principals of Agriculture, Food and Natural Resources courses. Additionally, The District is planning to add new courses, to include Agribusiness Management and Marketing, Range and Ecology Management, and Agriculture Power systems, as well as new certificate opportunities, to include Fair Trade Sustainability, and Quality Grading and Inspections.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Development of Farm Management Education to provide more certification avenues for students	The grant program would allow the District to purchase a farming tractor, along with other adequate supplies and equipment to effectively develop a Farm Management Education. Developing Farm Management Education would provide students with additional learning experiences and further college and career opportunities in the area of farming, ranching and agriculture.
2.	Establishing Livestock Handling Facilities in line with college and career-based industries to provide students with more effective hands on learning experiences	The grant program will allow PISD to purchase livestock scales and build feeders to improve the Livestock Handling Facilities. Upgrading the Livestock Handling Facilities would provide students do more hand on activities and connect the curriculum to real life application.
3.	Enhancing existing greenhouse to provide students with more effective hands on learning experiences	The grant program will allow PISD to purchase hydroponics table and do modifications to the green house to effectively improve the quality of the Horticulture/Plant System Education. With better equipment and supplies, students can get do more hand-on activities at the Greenhouse.
4.	Providing professional development for teachers	More professional development for teachers would help their quality of their instruction in the classroom and also help them to prepare their students for the certification exams by addressing curriculum needs and the opportunity to include additional courses.
5.		

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Ms. Judy Newman, CTE Consultant	13 years as a CTE teacher, 27 years as an CTE Director and 7 years as a CTE consultant
2.	Ms. Jamie Lopez, Frio Extension Agent	Agribusiness expert and 30 years of expert as an extension agent.
3.	Mrs. Sharon Neumann, Principal of Pearsall High School	38 years in teaching, 29 years in coaching, 9 years in administration; Masters in Educational Leadership; Certification: Superintendent (EC-12), Principal (EC-12).
4.	Mr. Varghese Panachakunnil, Federal Programs Administrator	4 years in teaching, 4 years in coaching, 6 years in administration; Certification: Superintendent (EC-12), Principal (EC-12), Social Studies (8-12), Generalist 4-8 and ESL supplemental
5.	Mr. John Zamzow, Ag Teacher-PHS	21 years in teaching and 19 years in coaching; Certification: Ag. 8-12, P.E (EC-12), Health 8-12, Special Education 8-12

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Modification and repairs of existing Greenhouse	1. Acquisition of Hydroponic Growing Tables	12/13/2017	12/27/2017
		2. Acquisition of other supplies, to include wall vent kits	12/13/2017	12/27/2017
		3. Complete cooling wall repairs	12/27/2017	2/16/2018
		4. Installation of Hydroponic Growing Tables	12/27/2017	2/16/2018
		5.		
2.	Modification and upgrade to Livestock Handling Facilities	1. Acquisition of livestock scales	12/13/2017	12/27/2017
		2. Acquisition of other supplies, to include miscellaneous vet supplies and supplies for building feeders	12/13/2017	12/27/2017
		3. Installation of livestock scales	12/27/2017	2/16/2018
		4. Building and installing the Feeders (feed and water)	12/27/2017	2/16/2018
		5.		
3.	Development of Farm Management Education	1. Acquisition of farming tractor	12/13/2017	12/27/2017
		2. Acquisition of irrigation supplies, controls and plumbing	12/13/2017	12/27/2017
		3. Installation of irrigation supplies, controls, and plumbing	12/27/2017	2/16/2018
		4.		
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district leadership committee (DEIC) and campus leadership committee (CEIC) work in conjunction with the CTE Leadership Committee to help monitor, evaluate and make any necessary adjustments to the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP) as they relate to grant programs in place. The CEIC and DEIC meet quarterly to review the goals and objectives of improvement plans and grants in place. Members of the CTE Leadership Committee are responsible for providing data regarding the goals and the objectives of the grant. Formative evaluations for the effectiveness of improvement plans and grants will continue to be conducted in the first three quarters and the summative evaluation will be conducted in the last quarter. The DEIC is responsible for communicating the necessary information about the improvement plan and grants to all stakeholders of the school community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CTE Leadership Committee was awarded \$181,381 in grant funds through the Texas Workforce Commission (TWC) Jobs in Education for Texas (JET) Grant to expand the Web Technology program (technology equipment and supplies) during the 2016-17 school year. The CTE Leadership committee successfully implemented and completed the requirements of the TWC JET Grant. The same committee is working towards the Perkins Reserve Grant.

The successful implementation of the 2016-17 TWC JET Grant resulted in an increase of student enrollment in web technology related classes and also increased the number of web technology certifications offered to students in these classes. The CTE Leadership Committee is committed to this project's success and will continue to work with the district and campus leadership teams during the DEIC and CEIC meetings to maximize the effectiveness of the Perkins Reserve Grant. The committee will seek local and regional resources to collaborate and to plan for grant-related initiatives to maximize the effectiveness of the grant.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 082903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	CIP- Quarterly Formative Evaluation	1.	Met and Exceeds, Met, In Progress, or Did Not Meet
		2.	
		3.	
2.	CIP- Final Summative Evaluation	1.	Met and Exceeds, Met, In Progress, or Did Not Meet
		2.	
		3.	
3.	DIP- Quarterly Formative Evaluation	1.	Met and Exceeds, Met, In Progress, or Did Not Meet
		2.	
		3.	
4.	DIP- Final Summative Evaluation	1.	Met and Exceeds, Met, In Progress, or Did Not Meet
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Members of the CTE Leadership Committee will be responsible for collaboratively working with the PEIMS Department, Human Resources Department, Technology Department, Curriculum and Instruction Department and the Business Office to collect CTE student data as it relates to the Perkins Reserve Grant. This data will assist the District, campus, and CTE committee monitor the students' achievement and attendance to include the grant initiative program participants. A large portion of the data comes from the District's PEIMS report. The CTE Leadership Committee will meet bi-monthly to analyze and evaluate data and make any necessary changes during the implementation phase of the grant period. During these bi-monthly meetings the committee will also monitor and evaluate the progress of the Perkins Reserve Grant. Members of the CTE Leadership Committee are responsible for reporting the data to the DEIC and CEIC committees for formative and summative evaluations.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 082903

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The CTE Leadership Committee identified farming, ranching and other agricultural managing as one of the high demand occupations based on the Top 25 Occupations list in the Frio County-Alamo Region from the Texas Career Check website. Furthermore, the Texas Career Check website listed the same occupation as being in demand across the entire State of Texas. In addition, according to the Texas Workforce Commission Growth Occupation 2016 Annual Report, there is a 6.4% increase in jobs related to Farmers, Ranchers and Other Agricultural Managers. The data from these different resources helped ensure the CTE Leadership Committee that the CTE pathway of Agriculture, Food and Natural Resources needs to remain a focus within the District and expanded on.

The CTE Leadership Committee also utilized student data to identify the project need as it relates to a high-demand occupation. Student interest survey data revealed an increase in the need to expand the Agriculture, Food and Natural Resources program. The student enrollment for this pathway has grown exponentially for the past three years by 30%. There has also been a significant increase in student participation in Future Farmers of America (FFA) within the same time frame. Pearsall ISD students are also receiving numerous awards and scholarships in livestock shows and rodeos.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 082903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

One of the programs of study that is currently offered within our District in the Agriculture, Food and Natural Resources program is Agriculture and Livestock Management. Pearsall ISD students in this program of study must take rigorous courses in Principles of Agriculture, Food & Natural Resources, Livestock Production, Wildlife, Fisheries & Ecology Management, Equine Science, Small Animal Management, and Advanced Animal Science. These courses are designed to cover both classroom theory and practical application in the lab.

Students who complete the Agriculture and Livestock Management study at the secondary level have the opportunity to continue on to pursue their Associates degree in Agriculture Sciences at colleges such as Palo Alto College, San Antonio, TX and/or a Bachelor's of Science (BS) degree in either Agriculture or Natural Resources at universities such as Sul Ross State University, Alpine, TX or Texas A&M, College Station, TX. Pearsall ISD will be seeking out an opportunity to partner with Palo Alto College in San Antonio, TX to provide students with a direct connection between their secondary and postsecondary education. This partnership will allow students to receive local articulation and/or dual credit through Palo Alto College.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 082903

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

At Pearsall High School, students interested in pursuing to become an Agricultural Manager can enroll in Agriculture, Food and Natural Resources program. Students begin the program by completing the Principals of Agriculture, Food and Natural Resources course. From there, students decide which one of the two routes they will pursue. The first option, horticulture option, allows students to take Horticulture Science, Landscape Design, and Advanced Plant and Soil classes. The second option, Animal Science, allows students to take Wildlife, Fisheries & Ecology Management, Equine Science, Small Animal Management, Livestock Production, and Advanced Animal Science. By following the Animal Science path, students have the opportunity to gain a variety of certifications: 1) Beef Quality Assurance through Livestock Production, 2) Hunter's Education through Wildlife, Fisheries and Ecology Management, and 3) Boater's Education through Wildlife, Fisheries and Ecology Management. The District is planning to develop the Farm Management Education program and build in a Torch Safety certificate opportunity as part of Principals of Agriculture, Food and Natural Resources. Additionally, The District is planning to add new courses, to include Agribusiness Management and Marketing, Range and Ecology Management, and Agriculture Power systems, as well as new certificate opportunities, to include Fair Trade Sustainability, and Quality Grading and Inspections.

After high school, students will have an opportunity to enroll in Palo Alto College to obtain an Associates in Agriculture Sciences degree. The courses that the students would be required for this program are AGME 1319 - Irrigation, AGME 1349 - Farm and Ranch Equipment, AGRI 1131 - The Agricultural Industry, AGRI 1307 - Agronomy, AGRI 1315 - Principles of Horticulture, AGRI 1319 - Animal Science, AGRI 1325 - Marketing of Agricultural Products, AGRI 1329 - Principles of Food Science, AGRI 2301 - Agricultural Power Units, AGRI 2303 - Agricultural Construction, AGRI 2317 - Introduction to Agricultural Economics, and AGRI 2321 - Livestock Evaluation. Palo Alto College also has associate degree options in Landscape and Horticulture Science, and Turfgrass and Golf Course Management, which would transition from our District's Agriculture, Food and Natural Resources program. The District will be seeking a partnership opportunity with Palo Alto College for dual credit opportunities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 082903

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Frio County Extension Agency will be the partner organization who will assist Pearsall ISD with carrying out the Perkins Reserve grant program. They will serve as an integral member of the District's CTE Advisory Council. They will be able to provide the District with information that helps connect real world experiences to the classroom by utilizing industry related data and information. In addition, the Frio County Extension Agency currently part of the CTE Leadership Committee and has assisted with past grant awards (TWC JET grant), as well as preparing the Perkins Reserve Grant application.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Frio County Extension Agency and their agents will work directly with Pearsall ISD teachers to review scope and sequences, lesson plans, resources, and to align the curriculum standards with the industry standards. They will provide other assistance, such as delivering guest lectures, conducting demonstrations and experiments with students in the classroom, and assist with preparing students for industry certification exams.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 082903

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The CTE Leadership Committee will work in conjunction with the Pearsall ISD CTE Advisory Council to sustain and grow the Agriculture, Food and Natural Resources program at Pearsall ISD. Pearsall ISD CTE Advisory Council will facilitate the growth of all CTE programs at Pearsall ISD. The council will review program curriculums, certifications, and make recommendations based on field observations and data. The council members will bring their industry experiences and knowledge to help both CTE teachers and students in the classroom.

The CTE Leadership Committee will meet bi-monthly to monitor and adjust the grant program according to the needs of the District and students based on student interest data and student performance data. The District's CTE Advisory Council will continue to meet quarterly to review, monitor and make recommendations for Pearsall ISD's CTE programs. Both committees will share relevant student and industry data to ensure the Agriculture, Food and Natural Resources program prepares students for postsecondary opportunities and a career. Pearsall ISD will continue to seek CTE industry-based partners to support and sustain the grant program initiatives after the end of the grant funds. The District will also use local funds to sustain the grant program initiatives.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 082903

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Currently, Pearsall ISD offers some certification opportunities to students enrolled in the Agriculture, Food and Natural Resources program, and is seeking out additional options. Currently, as part of the Livestock Production class, students have the opportunity to obtain a Beef Quality Assurance certificate in three different areas: 1) cow/calf certificate, 2) stocker/backgrounder certificate, and 3) feeder cattle certificate. This current year, as part of the Wildlife, Fisheries, and Ecology Management course students will have the opportunity to acquire two certificates – Hunter's Education certificate and Boater's Education certificate. This year, the District is planning to implement the opportunity for students to obtain the Torch Safety certificate as part of the foundation course, Principles of Agriculture, Food and Natural Resources. Finally, Pearsall ISD has identified two new certificate opportunities, to include Fair Trade Sustainability, and Quality Grading and Inspections, to potentially be implemented within the Principles of Agriculture, Food and Natural Resources program. The District is in the planning stages with determining which courses these certificates best align with.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 082903

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Area 4 must address this question.

Pearsall ISD currently offers the Agriculture, Food and Natural Resources program which is considered a major CTE pathway. The program begins at Pearsall Junior High School and continues at Pearsall High School. According to a recent student career interest survey, there is a demand for more courses in the Agriculture, Food and Natural Resources program over the next few years. Consequently, the student enrollment for this pathway has grown exponentially for the past three years by 30%. There has also been a significant increase in student participation in Future Farmers of America (FFA) within the same time frame at both Pearsall High School and Pearsall Junior High. Pearsall ISD students are also receiving numerous awards and scholarships in livestock shows and rodeos.

The Perkins Reserve Grant will complement the District's program by providing Agriculture, Food and Natural Resources teachers additional opportunities for effective professional development. Furthermore, the grant funds would allow the District to purchase and upgrade vital equipment and supplies that would help improve classroom instruction. Pearsall ISD would be able to further the Farm Management Education to provide more certification avenues for students, establish Livestock Handling Facilities in line with college and career-based industries to provide students with more effective hands on learning experiences, and enhance existing greenhouse to provide students with more effective hands on learning experiences. Students would then be able to utilize what they have learned to pursue a postsecondary education and/or career in a high demand job in the Frio County-Alamo Region.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 082903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 082903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 082903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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